



Class Information

Day and Time: TTh 3:15–4:30

Room Number: E201

Contact Information

Instructor Name: David Brooks

Instructor Email: dbrooks@criswell.edu

Instructor Phone: 214-818-1324

Instructor Office Hours: [MTWTh 1:00 – 2:30](#)

Course Description and Prerequisites

A study of the books of Genesis through Esther, with an emphasis on the interpretive problems of the Pentateuch and the tracing of God's providential dealings with his people Israel from the time of the patriarchs to Israel's return after the Babylonian exile.

Course Objectives

Upon completion of the course you should be able to:

- A. Locate on a timeline the OT books and the major OT events and characters;
- B. Locate the major regions, topographical features, countries, bodies of water, and cities on maps of Israel and the ancient Near East;
- C. Identify and describe prominent biblical characters and events;
- D. Describe the occasion (background and purpose), theme, genres, and structure of each book;
- E. Explain how each book fits into the historical context of its location on the OT timeline
- F. Identify and describe the basic interpretative and critical issues, including composition and date, in the books; and
- G. Apply biblical principles from the OT to contemporary situations.

Required Textbooks

- A. The Holy Bible. **Yes, bring a Bible to class!** Bring a version of your choice.
- B. Hill, Andrew E., and John H. Walton. *A Survey of the Old Testament*. 4th ed. Grand Rapids: Zondervan, 2024. (ISBN 978-0310119562). Do not confuse this with the 3d edition we used until last fall.

Required Viewing (On the book list this is listed as required, but since it is available in the library, purchasing it is not required.)

Hill, Andrew E., and John H. Walton. *Survey of the Old Testament Video Lectures: A Complete Course for the Beginner*. Grand Rapids, MI: Zondervan, 2016. (ASIN: 310525373)

Course Requirements and Assignments

- A. **3 exams.** The exams come from the lectures and notes (**not the textbook**) and are in multiple-choice, true-false, and matching format. There is also a listing question. You have access to the tests on Canvas through your student portal. Tests are late after 12:00 midnight at the end of the due date. You are permitted 60 minutes for each one. Late assignments lose 5 points per day for one week for 7 days (including weekends), after which (on day 8) a grade of zero is given. They are **not open-book or open-notes exams, they are not to be taken together with other students:**
1. Canon, geography, history, Genesis
 2. Exodus through Judges
 3. Ruth through Esther
- B. **Quizzes.** There are eleven **open-book quizzes** with ten or eleven multiple-choice and true-false questions, based on the reading from the textbook by Hill and Walton. The lowest quiz score will be dropped when calculating your average score. The quizzes will be taken on your student portal on Canvas, are limited to 15 minutes in length from the time you open them and are due by 12:00 midnight at the end of the scheduled date. Late assignments lose 5 points per day for one week for 7 days (including weekends), after which (on day 8) a grade of zero is given. See the Course Outline/Calendar below for due dates and which textbook chapters are on each quiz.
- C. **Bible Reading.** Read Genesis through Esther in a version of your choice and report the reading on the Bible Reading Log Sheet distributed in class and available on Canvas. If undistracted this reading takes approximately 25 hours. Approximately four chapters make one percent of the assignment. You may read this in a language other than English.
- D. **Reading Hill and Walton.** Read pages 2-260 and report the reading on the Textbook Reading Log Sheet distributed in class and available on Canvas.
- E. **Listening to Hill and Walton.** Watch 10 of the first 19 lectures in the video series *A Survey of the Old Testament: Video Lectures* and write one paragraph about what you learned from each of the 10. Each paragraph must be at least 100 words.
- F. **Class participation.** This involves attendance and involvement in class activities.
- G. **Old Testament Applications.** Write 100 practical applications from the books Genesis through Esther. Here are considerations to observe:
- An application answers the questions, “What am I supposed to do or think because of this passage?”
 - Take the theological difference between the Mosaic Covenant and the New Covenant into account. For example, we don’t make sacrificial offerings on an altar under the New Covenant and it’s okay to work on Saturday. So, look for the principle behind the law. The principle of the whole burnt offering is commitment to the Lord—how might that apply? One idea of the

- Sabbath was to be a day of rest for the children and servants (if a family had them), and even animals. An application could be to be sure not to deprive others of rest when we take it easy.
- Realize most content of these books is history, therefore descriptive rather than prescriptive. E.g., Samson's going to a prostitute or Judah's physical relations with Tamar are not something we should imitate. We are not expected to cross the Jordan River (though, if you find yourself in the river, it would be wise to get to land) or construct walls at Jerusalem. In cases like these two, we again look for the principle lying behind the historical command or action. E.g., move ahead to where God calls us to go even when it looks formidable, reconstruct something that has deteriorated if it furthers the testimony of the Lord or helps God's people.
 - Make at least five applications from each book but no more than ten. Write only 100 applications. The average will be six per book.
 - Each application must be in just one sentence. No sentence should be longer than 35 words. The ideal sentence is supposedly 25-35 words. Many applications will probably be less than 25 words.
 - Proper grammar, syntax, spelling, and punctuation is expected.

Late assignments lose 5 points per day for one week for 7 days (including weekends), after which (on day 8) a grade of zero is given.

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,

- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

| | | |
|----|--------|------------------------------------|
| A | 93-100 | 4.0 grade points per semester hour |
| A- | 90-92 | 3.7 grade points per semester hour |
| B+ | 87-89 | 3.3 grade points per semester hour |
| B | 83-86 | 3.0 grade points per semester hour |
| B- | 80-82 | 2.7 grade points per semester hour |
| C+ | 77-79 | 2.3 grade points per semester hour |
| C | 73-76 | 2.0 grade points per semester hour |
| C- | 70-72 | 1.7 grade points per semester hour |
| D+ | 67-69 | 1.3 grade points per semester hour |
| D | 63-66 | 1.0 grade point per semester hour |
| D- | 60-62 | 0.7 grade points per semester hour |
| F | 0-59 | 0.0 grade points per semester hour |

Weight of grading:

| | |
|--------------------------|------|
| 1. Tests | 40% |
| 2. Quizzes | 20% |
| 3. Bible Reading | 8% |
| 4. Hill & Walton reading | 7% |
| 5. Hill & Walton videos | 5% |
| 6. OT Applications | 10% |
| 7. Class participation | 10% |
| Total | 100% |

If technological problems prevent you from completing an assignment, please tell the professor as soon as possible. Grades are not penalized for technological problems beyond your control.

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological

Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

| Class | Date | Activity | Assignment Due |
|----------|---------------|------------------------|---|
| 1 | Jan 21 | Syllabus, introduction | HW = Hill and Walton textbook |
| 2 | Jan 23 | History | |
| 3 | Jan 28 | Canon | HW quiz: Intro to the Pentateuch |
| 4 | Jan 30 | Geography | |
| 5 | Feb 4 | Genesis | HW quiz: Genesis |
| 6 | Feb 6 | Genesis | |
| 7 | Feb 11 | Genesis | |
| 8 | Feb 13 | Exodus | Test 1 due (Canon geography, history, Genesis) |
| 9 | Feb 18 | Exodus | HW quiz: Exodus |
| 10 | Feb 20 | Exodus | |
| 11 | Feb 25 | Leviticus | HW quiz: Leviticus |

| Class | Date | Activity | Assignment Due |
|--|---------------|-------------------|---|
| 12 | Feb 27 | Leviticus | |
| 13 | Mar 4 | Numbers | HW quiz: Numbers |
| 14 | Mar 6 | Numbers | |
| 15 | Mar 11 | Deuteronomy | |
| 16 | Mar 13 | Joshua | HW quiz: Joshua |
| Week of March 17–21: Spring Break | | | |
| 17 | Mar 25 | Judges | |
| 18 | Mar 27 | Judges | HW quiz: Judges |
| 19 | Apr 1 | Ruth | |
| 20 | Apr 3 | Samuel | Test 2 due (Exodus – Judges) |
| 21 | Apr 8 | Samuel | HW quiz: 1 – 2 Samuel |
| 22 | Apr 10 | Samuel | |
| 23 | Apr 15 | Kings | HW quiz: 1 – 2 Kings |
| 24 | Apr 17 | Kings | |
| 25 | Apr 22 | Kings | |
| 26 | Apr 24 | Chronicles | HW quiz: 1 – 2 Chronicles |
| 27 | Apr 29 | Chronicles | Video report |
| 28 | May 1 | Ezra | |
| 29 | May 6 | Nehemiah | HW quiz: Ezra – Nehemiah |
| 30 | May 8 | Esther | Hill & Walton reading report; applications |
| | May 13 | Final exam | Final exam (Ruth – Esther); Bible reading report |

Selected Bibliography

Archer, Gleason L., Jr. *A Survey of Old Testament Introduction*. 4d edition. Chicago: Moody, 2007.

Arnold, Bill T., and Bryan E. Beyer. *Encountering the Old Testament: A Christian Survey*. 2d edition. Encountering Biblical Studies, edited by Eugene H. Merrill and Walter A. Elwell. Grand Rapids, MI: Baker, 2008.

Beitzel, Barry. *The New Moody Atlas of the Bible*. Chicago: Moody, 2009.

Coogan, Michael D. *The Old Testament: A Historical and Literary Introduction to the Hebrew Scriptures*. New York: Oxford University Press, 2006.

Copan, Paul. *Is God a Moral Monster: Making Sense of the Old Testament God*. Grand Rapids, MI: Baker, 2011

Gower, Ralph. *The New Manners and Customs of Bible Times*. 2d ed. Chicago: Moody, 2005.

Hamilton, Victor. *Handbook on the Pentateuch*. 2d ed. Grand Rapids: Baker Academic, 2005.

- Harrison, Roland K. *Introduction to the Old Testament*. 2d ed. Peabody, MA: Hendrickson, 2004.
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- Howard, David. *An Introduction to the Old Testament Historical Books*. Chicago: Moody, 1993.
- Kaiser, Walter C. *A History of Israel: From the Bronze Age through the Jewish Wars*. Nashville: Broadman & Holman, 1998.
- LaSor, William Sanford, David Allan Hubbard, and Frederic William Bush. *Old Testament Survey*. 2d edition. Grand Rapids: Eerdmans, 1996.
- Livingston, G. Herbert. *The Pentateuch in Its Cultural Environment*. 2d edition. Grand Rapids: Baker, 1987.
- Longman, Tremper, III, and Raymond B. Dillard. *An Introduction to the Old Testament*. 2d edition. Grand Rapids: Zondervan, 2006.
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- McKenzie, Steven L., and John Kaltner. *The Old Testament: Its Background, Growth and Content*. Nashville: Abingdon, 2006.
- Merrill, Eugene H. *An Historical Survey of the Old Testament*. 2d edition. Grand Rapids: Baker, 1991.
- Merrill, Eugene H. *Kingdom of Priests*. 2d edition. Grand Rapids: Baker Academic, 2008.
- Schultz, Samuel J. *The Old Testament Speaks*. 5d edition. New York: HarperOne, 1999.
- Wegner, Paul D. *The Journey from Texts to Translations: The Origin and Development of the Bible*. Grand Rapids, MI: Baker Academic, 1999.
- Wood, Leon. *A Survey of Israel's History*. 2d edition. Grand Rapids: Zondervan, 1986.
- Yamauchi, Edwin M. *Persia and the Bible*. Grand Rapids: Baker Academic, 1990.
- Young, Edward J. *An Introduction to the Old Testament*. 2d edition. Grand Rapids: Eerdmans, 1964.